LTC Newsletter

FEB 2021

Learning & Technology Center

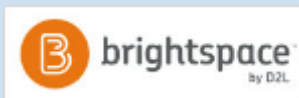**G-13 Still Hall**

Make a "virtual" appointment - we'll meet with you online! Call x1848 or email ltcsupport to schedule.

brightspace by D2L

D2L NEWS AND TIPS

• **IMPORTANT DATES:** Spring 7W1 ends **Mar. 15**; 7W2 begins **Mar. 18.**

• **T.I.P - TECH-IN-PRACTICE:** Using slides in your multimodal or live remote courses? Create a general poll in your recurring Zoom class session. Instead of adding actual questions in Zoom, just enter the word 'Question' in the question area, then the letters A, B, C, D or numbering for the multiple choice options. You've just created a quick poll in Zoom that you can reuse

In this issue:

• Live Remote: Classroom Assessment Techniques
• **Brightspace / D2L News:** Assignment categories, Quizzes, Accommodations, Respondus 4.0 quiz question publishing, Readspeaker
• Spring semester workshops

Live Remote Classroom Assessment Techniques (CATs)

Regardless of the teaching mode,surely you are ask things like "Does this make sense?" or "What questions do you have?" If your inquiries are frequently met with silence or stares, maybe students are afraid to ask or maybe they suffer "overconfidence bias", or simply haven't had a chance to practice or subsume the learning.

In his article about Classroom Assessment Techniques, Pete Watkins refers to the "Dunning-Kruger effect" which says that those students who understand the least, are also most prone to overrate their competence. He also says that vague prompts for questions may also unintentionally signal that it's time for the next topic or activity - do you ask for questions while advancing to a new slide?

Instead of asking if students have questions, form a specific question around an important concept and employ a brief CAT. Examples of specific questions that work well with CATs include those that will identify how familiar students are with important background information in order to understand lectures (humanities), or how they might apply knowledge and skills learned in class to their own lives (social sciences), how well they can explain problem-solving steps (math and science), etc. (CMU Eberly Center)

Next, try one of the 5-minute CATs below to check for understanding:

every class by putting your polling questions and answer options in your PowerPoint. Just launch the general poll whenever you want to guage student comprehension. *Thank you Brandon Packard, CIS, for this tip*! Have a T.I.P. to share? Email the LTC.

• **FREE WEBINAR:** *"Remote and Hands On: Trends in a New Way to Learn - "* Chronicle of Higher Ed; **FEB 26, 2 PM - REGISTER**

• **CONTINUOUS DELIVERY MONTHLY UPDATES -** Notice something different in D2L? Check the monthly updates web page to preview what's coming. Clarion University's D2L instance is updated the third week of every month.

• **JOIN THE D2L COMMUNITY -** Since approximately 30% of D2L's product development comes directly from the D2L Product Idea Exchange (PIE), become a member of the D2L Community to add your product ideas or comment and up-vote others.

ABOUT

• **Muddiest point** (Prior knowledge, recall and understanding): Ask students to jot down the least clear/most confusing idea. Collect students' points of confusion by sending you a 'private' chat in Zoom. Alternatively, collect information using Campus Pack Journals (private), or D2L Discussions. If you do this after every topic (or unit/module), students begin to 'look and listen' for things to reflect on, increasing their engagement with the course concepts.

• **Minute paper** (Prior knowledge, recall and understanding): Pose one or two questions in which students identify the most significant things they learned from a given lecture, discussion or assignment. This could also be done using a collaborative document, D2L discussions, D2L text submisison type assignment, or the polling system in Zoom. The main idea is to allow 1-2 minutes for reflection. Do students identify what you view as most important?

• **Directed paraphrasing** (Application and performance): Ask students to restate in their own words part of a lesson for a specific audience and purpose. Useful for pre-professional students or anyone who will need to communicate the lesson concepts to others. More complex than simple paraphrasing, this CAT asks the student to speak or write to a specific audience. Ask students to type responses on Zoom's whiteboard in small group breakout sessions. Or, use D2L video and/or audio notes as a quick pre-class assignment.

• **Application cards** (Application and performance): Have students write down one real-world application for a principle, theory or procedure they just learned. This forces students to connect new information and prior knowledge and if shared in class, can help increase interest in the material. Use Zoom whiteboard, or have students type in the chat. Use D2L discussions for asynchronous application - have students rate posts they think are most relevant.

CATs can easily be adapted for your multimodal and online classroom teaching. For more CATs, check out the resources below:

• K. Patricia Cross Academy (videos)
• Classroom Assessment Techniques (Tufts University)
• Faculty Focus (podcast)

teaching strategies to assist faculty in course development.

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BRIGHTSPACE (D2L) NEWS

• ASSIGNMENT CATEGORIES:

The recent layout changes in the Assignments tool do not include the ability to add an assignment to a category. Instead, use the **'bulk edit'** option on the Assignment page to move an assignment to an existing category; or, use the 'Edit Categories' button to create a category, then move assignments using bulk edit.
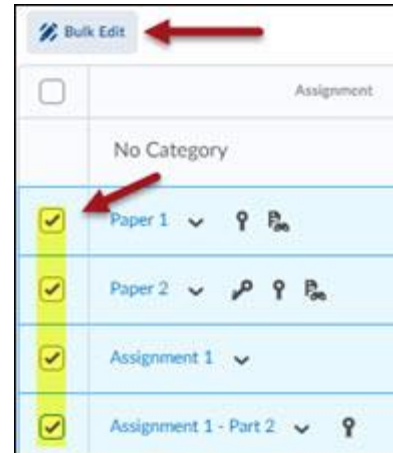
• **QUIZZES** - **RETAKE INCORRECT QUESTIONS:** Introduced in the November 19 D2L update, this quiz option is available to instructors when creating Quizzes with more than one attempt. Please see the Brightspace Community article for details and answers to Frequently Asked Questions.

• **QUIZZES** - **ACCOMMODATIONS FEATURE:** One and done! The new Accommodations feature enables instructors to grant learners accommodations through the Classlist tool. Once granted, these accommodations apply to **all quizzes** in a course for that learner. Quiz-specific 'special access' can overwrite accommodations on a quiz-by-quiz basis. Please see the D2L updates page for addiitonal detiails.

• **RESPONDUS QUESTION PUBLISHING TOOL:** Now, Respondus users can publish quiz questions directly to a D2L course with a new software patch. Previously, users had to export the quiz question files from Respondus and import the file to D2L. Now, an update to Respondus 4.0 enables users to publish questions in a Word document directly to a D2L course. Other tasks users can do with the Respondus 4.0 tool inlcude: pulling questions from a D2L quiz, or working offline to create exams for later publishing - complete with quiz settings.

Contact the Help Desk to have Respondus 4.0 installed on your university computer. Or, navigate to the Clarion Respondus web page to download and install on your personal computer. Note: users who already have Respondus 4.0(updated after July 2020), need only the software patch. New users will need both the base product and the patch.

• **READSPEAKER**: The D2L Readspeaker integration was updated in January. Now users can now utilize the web reader feature to have test questions and instructions read outloud.

LTC WORKSHOPS & TRAINING

• **MAR 3| 3:30 PM | D2L Quiz Views**
This session will cover Frequently Asked Questions about what students see upon quiz submission, quiz view customization strategies, and if time allows questions regarding late behavior, and other quizzing dilemmas.

• **MAR 4 | 12:30 PM | Fixing Quiz Attempt Scores**
This session will review how to fix quiz question scores for all attempts after discovering an error in the question or answer selection.

All sessions will be conducted via Zoom. Visit the LTC Workshop web page for more information and registration.

>> *What workshops or traning would you like to see?* Email suggestions to ltcsupport.

TOCC April 2021

The '**Teaching Online Certification Course**' will be offered again starting **April 5** with additional sessions planned for May, July and beyond. This 4-week, online course was just recertified by Quality Matters in November 2020 and provides instructors with a student's perspective, guidance on designing an online course, and instructions for using various D2L tools. This is NOT a self-paced course.

Please see the **TOCC web page** for more information and **registration information** or email LTC Support with questions.